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ABSTRACT

This document presents a summary of all resolutions presented to the Delegate Assembly of the Association of Teacher Educators by the Resolutions Committee of that organization from 1972 to 1977. The resolutions are classified according to: (1) intra-organizational source; (2) order in which received; (3) year received; (4) geographic source; and (5) action. Resolutions are defined as those items under discussion that deal with matters external to the Association. (MJB)

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ASSOCIATION OF TEACHER EDUCATORS

RESOLUTIONS

An Historical Perspective

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CLEVELAND STATE UNIVERSITY

ASSOCIATION OF TEACHER EDUCATORS

RESOLUTIONS

An Historical Perspective

Prepared by
RESOLUTIONS COMMITTEE
1977
Diana Jordan, *Chair*
Associate Professor, College of Education
Cleveland State University

CLEVELAND STATE UNIVERSITY

ASSOCIATION OF TEACHER EDUCATORS

RESOLUTIONS COMMITTEE 1976-1977

Diana Jordan, *Chair*	Ohio
Ron Abrel	Illinois
Jon Bruce	Oklahoma
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Charles M. Clarke	Texas
Vivian Dutton	Arizona
Gene Fields	Missouri
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Dorothy McIver	Arizona
David Moody	Missouri
Elaine Mulherin	Iowa
Howard Reilly	Michigan
R. Hardy Tew	North Carolina

For further information, contact

ASSOCIATION OF TEACHER EDUCATORS
Suite 1201, 1701 K Street, N.W.
Washington, D.C. 20006

THE ASSOCIATION OF TEACHER EDUCATORS

The Association of Teacher Educators is the only national, individual membership organization whose efforts are devoted solely to the improvement of teacher education. Our members come from a variety of backgrounds and represent a broad spectrum of interests. A large segment comes from the public schools and consists of classroom cooperating teachers, supervisors, and administrators. A growing segment represents those responsible for the inservice efforts of the public school. Another large group comes from the colleges and universities which are involved in teacher education. Directors of student teaching, college supervisors, professors of education, and college administrators form the makeup of this group.

A third segment represents the public and private agencies and organizations who are interested and involved in teacher education. Members in this segment tend to come from state departments of education, federal agencies and foundations, and other professional associations.

Policy formation and direction for the organization is provided by an elected Delegate Assembly. A unique factor of this body and one mandated by our Constitution is that half of the voting Delegates must come from the public school sector, while the other half may

represent higher education or other segments of our membership. An elected Executive Board follows much the same pattern with three elected officers and seven Board members.

The central office of ATE is located in Washington, D.C., and maintains a liaison with other organizations and agencies who have similar interests.

ATE's unique membership makeup, reflecting a wide diversity of individuals directly concerned with, and involved in, teacher education, is sometimes referred to as the "grassroots organization of teacher educators." ATE proudly accepts that terminology but adds to it a phrase from our Constitution: "The quality of teacher education can best be improved through the cooperative efforts of all concerned."

INTRODUCTION

Since the Resolutions Committee first presented action for the Delegate Assembly in 1972 there have been a number of resolutions adopted by the Association. In order to provide both systematic record and easy retrieval of the actions of the Delegate Assembly with regard to resolutions, this summary has been prepared which indicates the classification of each resolution presented to the Delegate Assembly and the action taken on it. The topical classification scheme developed by the Resolutions Committee in February 1974 has been used to categorize and cross-index all resolutions which have been presented to date. The classification of the resolutions is as follows:

I. Designators which indicate the *source* of the resolution:
   AR-Association Resolution
   CR-ATE Committee or
      Commission Resolution
   IR-International Unit Resolution
   RR-Regional Unit Resolution
   SR-State Unit Resolution
   LR-Local Unit Resolution
   PR-Personal Member Resolution

II. Designator to indicate the *order* in which the resolution was received by the Committee during any one year.

III. Two numerical designators to indicate the *year* the resolution was first presented to the Delegate Assembly.

IV. An additional designator to indicate the *geographic* source of the resolution, i.e., if an in-

ternational, regional, state, or local unit submitted the resolution. Approved postal abbreviations for each area are used.

V. The last designator indicates the *action* taken by the Delegate Assembly:
P-Passed
PA-Passed as Amended
D-Defeated
R-Referred
T-Tabled

Thus, RR-1-74-NE-PA would be resolution number one from the New England regional unit was passed as amended by the Delegate Assembly in 1974.

As the work of the Committee has progressed, one change in presentation of topics for consideration by the Delegate Assembly has been that following the Athens, Georgia, Summer Workshop, 1973, all matters
6 of internal concern to the Association have been presented as motions for consideration rather than resolutions, which have been defined as those items which deal with matters external to the Association. Resolutions prior to 1973 which would now be classed as motions have not been included in this document.

We believe that this historical perspective is essential to the future work of the Association since it provides us with immediate information about previous stands of the Association and outlines for us action which has been suggested by previous resolutions. In this way we trust that it will be easier for the Delegate Assembly, the Executive Board, and the state and local units to act on and follow through on the official stands of the Association. In addition, it should help others better understand the Association of Teacher Educators commitment to various issues in teacher education.

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RESOLUTIONS . . .

PR/CR-5-72-PA Educational Renewal Centers

Whereas, the U.S. Office of Education is now fostering the development of Educational Renewal Centers, and

Whereas, the Association of Teacher Educators is by principle dedicated to the preservice and inservice education of teachers which is an inherent function of said renewal centers;

Be it resolved that the Educational Renewal Programs utilize existing agencies rather than duplicate current efforts of institutions, organizations, and personnel;

Be it further resolved that the Executive Committee be in constant communication with this innovation in teacher education in order to facilitate ATE involvement.

AR-7-72-P Communication to NCATE

Be it resolved that the Delegate Assembly of the Association of Teacher Educators commend NCATE for its continued role in supporting and encouraging excellence in teacher education.

AR-9-72-P Cooperative Endeavors

Whereas, the complex task of teacher education necessitates continued close cooperation among cooperating schools and institutions of higher education;

Be it resolved that ATE support cooperative exchanges of those school personnel and those college personnel who are directly or indirectly involved with and in all phases of teacher education.

AR-10-72-P Evaluation and Standards for Improving Teacher Education

Whereas, there are urgent needs for valid evaluations of teachers, student teachers, higher education personnel, and standards for improving teacher education;

Be it hereby resolved that ATE will stimulate and support research and programs that promote or implement solutions to meet these needs.

SR-12-72-OH-P Competent and Qualified Personnel

Whereas, many institutions are attempting to save money by operating programs and classrooms with personnel of least qualifications and proficiency;

Be it hereby resolved that ATE regards it of prime importance that the most competent and qualified personnel in our institutions of elementary, secondary, and higher education be employed and/or retained.

AR-1-73-P Self-governance

Whereas, the Association of Teacher Educators:

1) Endorses the principle that it is the responsibility of the teaching profession to govern itself; and

2) Holds the unique position of comprehensive membership with representation from the public and private sectors of education, including elementary and secondary school teachers, supervisors and administrators, post secondary school faculty and administrators, State Department of Education staff members and members of professional organizations; and

3) Recognizes that active efforts focusing on teaching standards and licensure, by other similarly interested organizations, have provided challenging proposals and information in this area; and 11

4) Fully considers the significant ramifications of adopting and implementing adequate professional standards and licensing procedures;

Be it therefore resolved that the Executive Committee appoint a committee to clarify the position of the Association regarding:

1) The principles which it believes should underlie this regulation of this preparation, certification and employment of educators; and

2 The relationships and differentiated functions which should prevail among those groups and agencies concerned with this profession of educators; and

3) The principal features of state legislation by which these principles and relationships might be implemented; and

Be it further resolved that this Association manifest its interest in the efforts of other groups such as the NEA and the AACTE in the development of legal conditions and procedures for the licensing of professional educators through appropriate collaboration with such groups; and

Be it further resolved that all possible encouragement and assistance be afforded to local affiliates of the Association in their effort to cooperate effectively at the state level in developing conditions and procedures which are consistent with the Association's position thus established.

AR-2-73-P Competency Based Teacher Education

Whereas, the Association of Teacher Educators encourages all teacher preparation agencies to foster the development of and experimentation in alternative forms of teacher education, it is seen as imperative that such efforts:

1) Incorporate the necessary commitments of personnel and monies to undertake research to determine the effects of such endeavors; and

2) Incorporate personnel from public and private schools, boards of education, student groups, parents and community, institutions of higher education, governmental agencies (local, state and federal) and professional organizations in collaborative and parity relationships where appropriate in the process of (a) identifying desirable and needed teaching competencies, (b) organizing learning experiences appropriate to the acquisition of these competencies; and (c) assessing how well such competencies are acquired;

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Be it resolved that with respect specifically to performance or competency-based models of teacher education the Association of Teacher Educators does not assume a position opposing competency-based teacher education. All teacher education programs are to some degree performance or competency-based and the ATE has long assumed leadership in supporting clinically-based approaches to acquiring and assessing teacher competence;

Be it further resolved that ATE takes a strong position that the following elements of the competency approach warrant intensive collaborative study and research:

1) How are competencies decided? That just what teacher competencies and characteristics are identified as appropriate for different teachers be seriously studied. What data exists in terms of the impact of specific competencies on learner attitude, aptitude or achievement? What further research and study is needed?

2) How can teacher educators organize for the acquisition and measurement of competencies beyond singular, discreet, cognitive skills?

It is assumed that the competency approach goes far beyond teacher trainees performing specific tasks in specific settings. How can teacher educators better deal with the type of conceptual framework a teacher operates from, his or her affective interactions and how she or he deals with complex thinking and valuing processes?

3) When is the acquisition of specific competencies most feasible and desirable?

It is assumed that not all teaching competencies can or should be acquired in pre-service teacher education. What competencies are most appropriate for the pre-certified teacher, the pre-tenured teacher and the continuing professional?

4) Is there a difference between competency and performance, and if so, what degree of competency of performance is appropriate at different times for the teacher trainee?

At various times the most appropriate focus is the teacher or teacher trainee's performance in a laboratory setting and at other times in a clinical setting. At times the most appropriate focus is not the trainee's performance but the consequence of that performance in terms of the learners with whom she or he interacts. Not all teacher performance, especially in the case of a beginning trainee can or should be measured in light of learner product. When and in what instances learner behavior is the most appropriate criterion of teacher performance needs very serious study.

5) How can the competency approach best be extended to all educational personnel at all levels?

Be it therefore resolved that:

1) Competencies need to be better explicated, multiple options for acquiring them generated; and

2) More effective means for measuring the degree to which they are acquired is a need for all members of the education profession (as well as other professions); and

3) Desired accountability and competence cannot focus solely on the classroom teacher; and

4) ATE should take the initiative in designing appropriate competency approaches for the training of quality teacher educators.

While the aforementioned areas identified for immediate focus are numerous, this list is by no means inclusive. The intent is to identify areas in the domain of competency-based teacher education where the ATE can focus its

efforts. Be it further resolved, therefore, that a task force be immediately appointed to explore what strategies we as an organization and in consort with other agencies and organizations are appropriate to meet the concerns and challenges posed.

AR-8-73-P U.S. Postal Service

Whereas:

1) Our organization as well as other professional organizations must depend on the U.S. Postal Service for the dissemination of its house publications, working papers, and to carry on the major portion of its business; and

2) Since the mail delivery is often so delayed as to impede the work and progress of our association;

Be it resolved that the members of the Delegate Assembly and representatives of the State and Local Units be urged to correspond with their U.S. Representatives and Senators urging more speed and efficiency in the transportation and delivery of mail including bulk mailings.

AR-10-73-PA National Priorities and Education

Whereas:

1) Recent pronouncements of the present administration concerning funding for various programs in the War on Poverty; most especially education and community action for children and youth, have indicated a clear intention to decrease or eliminate such programs; and

2) Recent appointments to high governmental agencies in the area of health, education and welfare have been men whose reputation is based more on budget matters than knowledge or competence in these important areas of concern to children and youth; and

3) There is abundant evidence that the pressing social concerns of America such as poverty, discrimination, racism and human despair still exist;

Be it resolved that:

1) The recent actions of the present administration to cut funds from educational programs and other programs affecting children and youth be strongly condemned. The many thousands of teachers at all levels who worked so hard to achieve a better life for American youth deserve more; and

2) The National ATE go on record as strenuously opposing this administration's apparent disregard for the

needs of children and youth while continuing to show great concern for the "needs" of the industrial and military complex; and

3) The National ATE stand squarely on the principle that the social and educational needs of America are as important as any other feature of the national government's realm of activities.

AR-1-74-P NCATE Representation

Whereas, ATE is the only national association solely concerned with teacher education in its entirety that is open to membership for individual teacher educators from all educational areas, levels, and from all institutions and agencies; and,

Whereas, ATE has comprehensive membership representative of teacher education students, local school teachers, and administrators, university and college professors, and administrators, and state department of education personnel who are concerned with the education profession and, more particularly, teacher education; and,

Whereas, a primary purpose of ATE is the promotion of quality programs for teacher education; and, 15

Whereas, the new NCATE constitution states that the constituent bodies have primary responsibility for developing and maintaining high professional standards effecting the preparation programs for education personnel: and,

Whereas, the new NCATE constitution indicates that the Council desires communication with and the participation of representatives from organizations having a major stake in the accreditation of teacher education; and,

Whereas, ATE is committed to and professionally responsible for the future quality of teacher education as are such constituent bodies of NCATE as NEA, AACTE, CCSSO, NASDTEC, NSBA, and other former associate organizations;

Therefore, be it resolved that:

1) ATE make known its great concern for and dissatisfaction with the omission of this Association as one of the proposed voting constituent organizations specifically identified as composing the membership of the Council because its omission means that one of the significant voices of teacher education is not heard from on the Council as an equal partner; and

2) ATE request immediate information from the NCATE Coordinating board and council as to the reasons why in the new NCATE constitution it has been omitted from voting membership on the Council; and

3) ATE take immediate, deliberate and appropriate step to urge a correction of this omission on the part of the NCATE Coordination Board and the present constituents represented on the Council. Such step must be taken prior to the next meeting of the NCATE Coordinating Board and Council so that inclusion of ATE as a constituent organization with voting privileges can be brought about before final approval of the new NCATE constitution; and

4) ATE present its position to the National Commission on Accreditation (NCA) Office pointing out the Association's (ATE) concern and dissatisfaction related to the omission of ATE as a constituent organization specifically identified as a voting member of the Council.

PR-2-75-P National Institute of Education

Whereas, the Association of Teacher Educators has a long and distinguished history of service to the professional
16 education community; and

Whereas, the Association of Teacher Educators has long recognized the importance of basic research in the teaching-learning process; and

Whereas, the Association of Teacher Educators recognizes the support of such basic research as fundamental to the necessary financial and psychological commitment of the federal government to the growth of the profession of education and the education of the children of the United States;

Be it resolved that:

1) The Delegate Assembly direct the President of the Association of Teacher Educators to communicate its support for the concept of the National Institute of Education to the President of the United States and all appropriate members of the committees of the House of Representatives and Senate of the United States;

2) Such written communication strongly request that the President and the Congress give consideration to a continuing commitment of financial resources to ensure basic research in the teaching-learning process; and

3) Each state, regional, and local ATE unit be requested to support the concept of the National Institute of

Education and the continuation of financial support for basic research.

PR-3-75-P Equal Professional Opportunity

Be it resolved that the Association of Teacher Educators, an organization committed to quality education for all, reaffirm its position in support of the continued effort to eliminate inequality in professional opportunity in the education community based on race, sex, or ethnic identity.

PR-4-75-P Professional Freedom

Whereas, one of the primary obligations of public education in our society is the development of the attitudes and skills of responsible citizenship in a pluralistic and emerging culture; and

Whereas, the achievement of this quality of citizenship requires the careful study and evaluation of a wide variety of alternative values and viewpoints, often in areas of bitter current controversy; and

Whereas, the control and direction of public education by the authorized representatives of the general public is a valid and recognized principle of American life; and

Whereas, public schools and institutions of higher learning are inescapably subject to the pressures of individuals and groups holding widely differing expectations regarding the purposes and processes of public education;

Be it therefore resolved that the Delegate Assembly of ATE expresses herewith its deep concern that public school, college and university personnel be allowed to exercise responsible freedom to employ professional judgment in the determination of education emphases and instructional processes and in the selection and use of appropriate materials, to the end that their students may understand all significant aspects of the changing world in which they live and that they may develop usable competencies in objective inquiry and socially supportive decision-making; and

Be it further resolved that the Delegate Assembly expresses its strong hope that educational personnel in preparation at all levels be led to a greater appreciation of the general public's inherent basic responsibility for public education and to an increased readiness to provide the leadership necessary to the translation of divergent educational interests into appropriate and effective curricular opportunities; and

Be it further resolved that state and local units of the Association be urged to encourage and assist in the rational resolution of any conditions in which the quality of educational opportunity is endangered or restricted by conflict between professional educators and segments of the public intent upon the censoring, inhibiting or controlling of school personnel, materials, or procedures.

AR-5-75-PA Child Development Associates

Be it resolved that the Association of Teacher Educators expresses its interest in the CDA (Child Development Associates) effort to develop "a performance-based assessment system specific to the competencies needed by individuals working with three-to-five year old children in early childhood centers," and that ATE encourages the continued effort to formulate standards and procedures for the improvement of child-care centers.

AR-6-75-PA Humanism in Teacher Education

Whereas, in recent years, there has been an increasing concern that teacher education become more humanistic, with research support for the proposition that the psychologically healthy teacher is more likely to possess attitudes and values conducive to humanizing relationships with students and others; and

Whereas, teacher education, through its program emphases and its selection and retention procedures, can influence critically the affective quality of its graduates;

Be it therefore resolved that the ATE urge teacher education institutions to continue to provide experiences not only focused on technical knowledge and skills but directed toward the development of psychologically mature educators whose relationships with students and others characteristically manifest empathy and a positive concern for the development of human potential and individuality; and

Be it further resolved that the Executive Committee be encouraged to consider appropriate ways of assisting institutions in discovering and developing effective program elements through such means as published materials, ERIC papers, regional clinics, and national and state conference program emphases.

CR-7-75-P NEA-AFT Actions

Whereas, the Association of Teacher Educators in principle has as one of its highest priorities, the excellence of preservice and inservice training of teachers;

Be it resolved that the Association of Teacher Educators recommends the highest form of communication and interaction among individuals, associations, and involved institutions in teacher education; and,

Be it further resolved that decisions regarding the clinical component of teacher education should be made cooperatively—rather than unilaterally—in accordance with the Guidelines to Clinical Experiences in Teacher Education; and,

Be it further resolved that the Association of Teacher Educators President communicate with NEA and AFT to urge that they use their influence to support the principle of cooperative endeavors rather than unilateral action on the part of their local and state affiliates.

AR-1-76-P Teacher Centers

Whereas, the Association recognizes the essential importance of the continuing professional growth of school personnel particularly in the context of changing cultural conditions, emerging technology and a quantity of researched information in all areas of the educational enterprise; and 19

Whereas, local school and community conditions demand a wide variety of appropriate structures and procedures for effective staff development with varying forms of cooperation among school districts, professional associations, institutions of higher education and communities; and

Whereas, emerging teacher centers of several types have represented a highly promising means for providing opportunities for relevant professional growth; and

Whereas, college and university faculties particularly in the field of professional education, represent an important resource for the enrichment of school staff development efforts both through the adaptation of advanced degree programs and through less formal staff participation in staff development processes;

Be it therefore resolved that the Association urges the cooperative development in all school communities of

means by which teachers might have opportunities for relevant continuing professional growth in which school districts, teacher educating institutions, professional association and laymen, participate in ways which are uniquely suited to local needs and resources; and

Be it further resolved that local and state units of the Association be urged to provide leadership in the development of appropriate teacher centers and other structures which enhance the concentration of available instructional resources on the professional growth needs of school personnel and the encouragement of appropriate state legislation to support those structures; and

Be it further resolved that the Association use all available means to ensure that any federal legislation directed at the development and evaluation of teacher centers or other structures for school staff development be designed so as to provide:

1) That maximum reasonable freedom be allowed for the adaptation of funded structures and procedures to local conditions; and

2) That provision be made for the appropriate participation of all groups, agencies and institutions affected by funded structures, or available for their effective performance, so that no group be permitted by legislation to exercise unilateral control in the establishment or operation of such structures; and

3) That sufficient assurance of continuity in funding be provided to enable adequate long-range planning and program development; and

Be it further resolved that the substance of this Association position be directly communicated to national, state and local governmental and educational leaders who are concerned with legislation directed towards the establishment of such structures.

CR-2-76-P Rural Education

Whereas, for the last decade there have been extensive efforts to upgrade urban education with a variety of state and/or federally funded programs. (The urban areas have received monies and support on the strength of their political power, their population density, their concentration of racial and ethnic minorities, and the fact that the problems have seemed more obvious and dramatic); and

Whereas, during the same time less vigorous efforts have been made to upgrade rural education (even in the face of an apparent national surplus of certificated teachers, rural schools continue to have unusual difficulty in the employment and retention of qualified faculties); and

Whereas, ATE is committed by its very nature to all aspects of the formal systematic education of all children from all walks of life in all parts of this country and ATE is committed to cooperating with other organizations who share similar concerns;

Therefore, be it resolved that ATE support efforts to assure equity in educational opportunity for rural children by cooperating with the Rural Education Association in its efforts to improve rural education.

PR-3-76-P Forward Funding

Whereas, it is essential to plan in advance with long range goals and objectives for effective utilization of resources in any complex endeavor; and

Whereas, efficient evaluation of such endeavors depends upon the close relationship between goals and objectives and a sound evaluation system;

Be it therefore resolved that forward funding as a concept is strongly endorsed by the ATE; and

Be it further resolved that national ATE officers urge through communications with their Representatives and Senators that multi-year forward funding be implemented in any federal program and that sufficient lead time be provided so that more specific, determined and studied use of funds is realized; and

Be it further resolved that the President of ATE communicate the substance of this resolution to the chairs of the Congressional Education Committees and that presidents of state and regional units be urged to communicate this Association position to their respective congressional representatives also; and

Be it further resolved that the President of ATE urge all other professional organizations to support the concept of forward funding.

PR-4-76-P Certified Personnel

Whereas, the Association has been informed of a num-

ber of instances in which adequate numbers of professional positions, staffed by properly certified teachers have been reduced or limited by the employment of persons holding teaching certificates as aides at sub-professional salaries;

Be it resolved that the Association is in strong opposition to this or any other practice which jeopardizes the right of children to be taught by professional persons receiving professional compensation; and

Be it further resolved that the Association is concerned with the possible long-range effect upon the integrity of the teaching profession which could result from the indiscriminate employment by school districts of professionals in sub-professional positions; and

Be it further resolved that the Association continues to support and encourage the creative use of differentiated staffing, shared positions, part-time employment of professional personnel and other arrangements in which individuals are employed in positions commensurate with their experience, education and certification.

22 **AR-5-76-P Federal Commitment**

Whereas:

1) Actions of the present national administration concerning funding for educational programs at all levels continue to indicate insufficient support for those efforts vitally necessary for the full educational development of our children and youth; and

2) Decisions regarding the educational well-being of our children and youth continue to be made without sufficient regard for the advice and concerns of knowledgeable and competent professional educators; and

3) Evidence continues to mount that glaring educational deficiencies and problems are not being eradicated;

Therefore, be it resolved that:

1) The lack of adequate financial support for the educational well-being of the children and youth of this country on the part of present national administration be vigorously protested; and

2) The national ATE make every effort to press the federal government to reorder its priorities and commit sufficient resources to enable the professional educators of this nation to meet the educational needs of its citizens; and

Be it further resolved that the substance of this Association position be directly communicated to national, state and local governmental and educational leaders who are concerned with legislation directed towards this end.

PR-6-76-P Partnership in Teacher Education

Whereas, the education of teachers both pre- and in-service is the collaborative responsibility of teacher educators, teachers and teacher associations as well as school districts; and

Whereas the clinical component for the pre-service teacher is central to initial training experiences and this pre-service training is a primary responsibility of college-based teacher educators; and

Whereas, local teacher associations have increasingly begun to negotiate conditions under which teachers will cooperate in clinical or student teaching programs in a bilateral negotiation process with school boards on such matters as qualifications of teachers who may supervise student teachers, type and level of remuneration for teachers supervising student teachers, and number and type of student teachers who will be accepted;

Be it resolved that, consonant with the Association's bedrock commitment to partnership in teacher education, the Association believes that any arrangement for the provision of field experiences in public schools should be developed and operated through the responsible collaboration of the teacher preparing institution, the school district and the appropriate local organization of practitioners; and

Be it further resolved that the Association's concern that this principle underlie such local arrangements be conveyed to the National Education Association, the American Federation of Teachers, the American Association of School Administrators, AACTE, NASDTEC the National School Boards Association and other national, state and local educational leaders.

AR-7-76-P Evaluation of Teacher Education

Whereas, ATE has previously resolved that it will stimulate and support research and programs which contribute to the valid evaluation of teachers, student teachers, and higher education personnel (as well as the effort which

contributes to quality standards in teacher education AR-10-72-P);

Be it resolved that ATE reaffirms this commitment to the further validation and determination of teaching competence and effectiveness; and

Be it further resolved that the Association supports the many efforts being made to create and validate alternative models of teacher education; and

Be it further resolved that the substance of this Association position be directly communicated to national, state and local governmental and educational leaders.

PR-1-77-P Governance

Whereas, the Association of Teacher Educators has in the past expressed the concern of teacher educators for cooperative processes in the governance of the education profession; and

Whereas, the Association welcomes recent efforts by the National Education Association, the American Federation of Teachers and some of their state affiliates to become more actively involved in the formulation and implementation of
24 policy in teacher education and certification, but is concerned with the potential danger of any effort aimed at or resulting in the exclusive domination of any group in these areas of professional governance;

Be it therefore resolved that the Association opposes efforts of any single group to achieve exclusive control of professional governance and rejects the concept of any official governance structure which does not provide opportunity for effective participation by all groups responsible for, or significantly affected by teacher education and certification; and

Be it further resolved that each state Association of Teacher Educators is urged to exercise leadership in the establishment of legal and voluntary structures and processes within the state which assure equitable representation of all those concerned with professional governance, through such means as:

1) The clarification of the position of the state Association regarding professional governance; and

2) The exercise of initiative in communication with other concerned groups; and

3) The development of effective political influence in the governance process; and

Be it further resolved that the Delegates from each state Association be charged with the responsibility for reporting this resolution to the Association for emphasizing within the Association the urgency of this matter and for encouraging appropriate Association action; and

Be it further resolved that the Executive Board be charged to continue its effort to implement the Resolution on self-governance approved in 1973 (AR-1-73-P) with respect to the clarification of the Association's position regarding "(1) The principles which it believes should underlie the regulation of the preparation, certification and employment of educators; and (2) The relationships and differentiated functions which should prevail among those groups and agencies concerned with the profession of educators; and (3) The principal features of state legislation by which these principles and relationships might be implemented."

CR-2-77-P Alternative Careers

Whereas, those entering the education profession need to be made aware of the scarcity of positions and the effect the declining birthrate has had on school enrollment both in current and future projections; and

Whereas, students in teacher education programs need to plan their course of studies with alternatives in mind which will best draw upon their potential; and

Whereas, those presently qualified as professional educators and seeking possible career changes should be made aware of alternatives which are creative, challenging, and complementary to their particular talents and expertise and should be encouraged to utilize them wisely for the benefit of all;

Therefore, be it resolved that undergraduate advisors make themselves more knowledgeable to provide teacher education students with a realistic set of options in career alternatives; and

Be it further resolved that ATE encourage the departments and colleges of education to establish a close working relationship and communication with placement offices and similar institutional agencies to provide

1) Educational resource centers; and
2) Teacher education career counseling services;

and

3) The opportunity to gather pertinent information, guidance, and assistance in selecting career alternatives; and

4) Pre-service and in-service seminars focusing on career alternatives; and

Be it further resolved that ATE state units communicate this to College and University Presidents and Teacher Education Division Chairpersons.

SR-3-77-NJ-P Certified Pre-School Teachers

Whereas, the authorities in early childhood seem to agree that the most formative years are those eighteen months to four years—those years involved in pre-school education; and

Whereas, it is possible to identify certified teachers who relate to pre-school children in ways that promote intellectual, emotional and social development; and

Whereas, there is a surplus of certified teachers qualified to teach in and direct early childhood programs;

26 Be it resolved that ATE supports the requirement of a baccalaureate degree and standard teacher certification in early childhood for the position of pre-school teachers and directors; and

Be it further resolved that the president of the Association:

1) Make known the Association's position to the appropriate chairpersons of the Senate and House Committees; and

2) Urge through the Presidents of each unit the Association's position to the appropriate state authorities and committees.

CR-4-77-P Mainstreaming and Teacher Education

Whereas, the Association of Teacher Educators has long recognized human variability and the necessity of providing an appropriate education for each child; and

Whereas, legislation mandates the education of all exceptional children be in the least restrictive educational environment; and

Whereas, the current trend of mainstreaming of exceptional children in schools has been a widely practiced approach long before teacher education programs have ac-

cepted the responsibility of adequately preparing regular teachers; and

Whereas, the time has come for pre-service teacher education to assume the responsible role of providing a model for mainstreaming training—"of practicing what is preached";

Be it resolved that the Association of Teacher Educators encourage all teacher education institutions to:

1) Accept the preparations for educating exceptional children as a shared responsibility of all faculty members within schools of education, regardless of particular specialty; and

2) Expand the development skills for regular faculty members and special educators; and

3) Integrate content and extend the same sound educational principles which apply to all children to those who are exceptional; and

4) Integrate the regular and special education program in teacher education;

Be it resolved that the Delegates communicate this resolution to the presidents of their State Associations.

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CR-6-77-P Energy Conservation

Whereas, the nation is facing a critical energy emergency which calls for all citizens, industry and commerce to make sacrifices in their use of fuel; and

Whereas, it is essential that children be provided with a continuity of their educational experiences; and

Whereas, the mass closing of schools would cause incalculable hardships on children and parents dependent on schools for basic social services;

Therefore, be it resolved that in areas of extensive shutdowns industry and commerce share with schools on an equitable basis the necessity of reduced operations; and

Be it further resolved that this resolution be communicated to all governors and chief state school officers in states so affected and to the President of the United States by the Executive Director.

PR-7-77-P Curriculum Materials

Whereas, pre-school, elementary, se ondary and higher

education curricula should reflect a positive, fair and balanced treatment of exceptional children and adults; and

Whereas, young people should enter their adult lives with the widest vision of the opportunities open to them and with sympathetic understanding of peoples' needs and abilities; and

Whereas, gross omissions and distortions concerning such children and adults are evident in curricular organization and materials which demonstrate a need for curriculum revision to include constructive treatment and inclusion of exceptional persons;

Therefore, be it resolved that ATE encourage the activities of the Consortium for Appropriate Representation of Handicapped Persons in Educational Materials; and

Be it further resolved that support for these efforts be communicated to the consortium and other appropriate professional organizations by the President of ATE.

CR-8-77-P Teacher Centers

Whereas, the Delegate Assembly has passed a resolution (AR-1-76-P) supporting the concept of Teacher Centers; and

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Whereas, public law 94-482, proposed in this legislation, limits the role of Higher Education in the Teacher Centers; and

Whereas, the current regulations are unclear as to whether pre-service teachers will benefit from the resources of the Centers;

Therefore, be it resolved that ATE takes the position that Higher Education has an important role to play in the concept of Teacher Centers and urges pre-service teachers be served by the Centers proposed in PL 94-482; and

Be it further resolved this position be made known by the Association president to Dr. Allen Schmeider and the chairpersons of the appropriate House and Senate committees in Congress.